

**511 IAC 6.2-10-1 Definitions**

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1; IC 20-31-8-5.4

Affected: IC 20-18-2; IC 20-19-2-14.5; IC 20-26-13-3; IC 20-26-13-6; IC 20-31-2-8; IC 20-31-8; IC 20-32-4; IC 20-32-5-2; IC 20-36-3-2

Sec. 1. The following definitions apply throughout this rule:

- (1) "Accountable year" means the school year being assessed.
- (2) "Achievement" means successful accomplishment of the proficiency goals established by the board.
- (3) "Achievement gap" means the difference in academic performance between subgroups.
- (4) "Advanced placement examination" or "AP exam" has the meaning set forth in IC 20-36-3-2.
- (5) "Alternative assessment" means the alternative assessment instrument to the mandatory statewide annual assessment.
- (6) "Annual measurable objective" means the percentage of students who must be proficient in English/language arts and mathematics in a given year.
- (7) "Atypical school" means a school that lacks sufficient data points to calculate a final accountability category under this rule.
- (8) "Board" has the meaning set forth in IC 20-18-2-19.
- (9) "College and career readiness" has the meaning set forth in IC 20-19-2-14.5(a)(1).
- (10) "College and career readiness assessment" means an assessment approved by the board to measure college and career readiness.
- (11) "College and career readiness goal" means the goal established by the board for which a school receives full credit for college and career readiness.
- (12) "College credit" means credit awarded by a postsecondary institution accredited by an agency recognized by the secretary of the U.S. Department of Education.
- (13) "Cumulative aggregate" means the number of eligible students in the accountable year and in each school year immediately preceding the accountable year until the minimum student count necessary to award points under this rule is reached.
- (14) "Department" has the meaning set forth in IC 20-18-2-3.
- (15) "Eligible student" means a student who:
  - (A) was enrolled at the school for at least one hundred sixty-two (162) days in the accountable year;
  - (B) was tested on the mandatory statewide annual assessment, or the end of course assessment;
  - (C) was not a limited English proficient student who had been enrolled in schools in the United States for less than twelve (12) months; and
  - (D) obtained a valid test result.
- (16) "English/language arts" means the subject area required to be tested under IC 20-32-5-2(1) on the mandatory statewide annual assessment.
- (17) "Feeder school" means an elementary school having any combination of kindergarten, grade 1, or grade 2 only.
- (18) "Grade" means data for a cohort of students who are at the same class level in the same year.
- (19) "Grade 10 cohort" means the class of students who are in their second year of high school.
- (20) "Grade 11 cohort" means the class of students who are in their third year of high school.
- (21) "Grade span" means the range of grades within the same school.
- (22) "Graduation cohort" means a class of students that is:
  - (A) considered to have entered grade 9 in the same year; and
  - (B) expected to graduate three (3) years after completing grade 9.
- (23) "Graduation rate" has the meaning set forth in IC 20-26-13-6.
- (24) "Growth domain" means the points awarded for scores of an eligible student on the mandatory statewide annual assessment administered in the accountable year, as compared with the scores of the same eligible student on the mandatory statewide annual assessment administered during the school year immediately preceding the accountable year.
- (25) "Growth to proficiency" means the expected annual growth toward a target in English/language arts and mathematics, as established by the board under this rule.

- (26) "Industry-recognized credential" means a certification or credential that is:
- (A) developed or supported by business and industry to verify student mastery of technical skills competencies in an occupational area that aligns with Indiana's economic sectors; and
  - (B) approved by the department of workforce development.
- (27) "International Baccalaureate examination" or "IB exam" means the examination created and administered by the International Baccalaureate, a nonprofit educational foundation headquartered at Route des Morillons 15, Grand-Saconnex, Geneva, CH-1218, Switzerland.
- (28) "Limited English proficient" as set forth in the definition provided in the No Child Left Behind Act of 2001, 20 U.S.C. 7801 (25) (2002), means an individual:
- (A) who is three (3) through twenty-one (21) years of age;
  - (B) who is enrolled or preparing to enroll in an elementary or secondary school;
  - (C) who was not born in the United States or whose native language is a language other than English;
  - (D) who is a Native American or Alaska Native, or a native resident of the outlying areas and:
    - (i) comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
    - (ii) is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
  - (E) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
    - (i) the ability to meet the state's proficient level of achievement on state assessments described in 20 U.S.C. 6311(b)(3);
    - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
    - (iii) the opportunity to participate fully in society.
- (29) "Mandatory statewide annual assessment" means the assessment required under IC 20-32-5-2 and any alternatives to that assessment.
- (30) "Mathematics" means the subject area required to be tested under IC 20-32-5-2(2) on the mandatory statewide annual assessment.
- (31) "Multiple measures domain" means the points awarded for additional criteria as determined by the board, apart from performance and growth, by which school accountability is determined.
- (32) "Participation" means to complete and obtain a valid test result for the mandatory statewide annual assessment or the college and career readiness assessment option under this rule.
- (33) "Participation rate" means the percentage of students enrolled in the tested grades at the time of test administrations who completed the mandatory statewide annual assessment or the percentage of eligible students who completed the college and career readiness assessment option under this rule.
- (34) "Performance and growth category" means the letter grade awarded to a school or school corporation as determined by the results of the mandatory statewide annual assessment, and other criteria as set forth in this rule.
- (35) "Performance domain" means the points awarded for the pass rate of eligible students on the English/language arts and mathematics portions of the mandatory statewide annual assessment.
- (36) "Pupil enrollment" has the meaning of "enrollment" set forth in IC 20-26-13-3.
- (37) "Rate of improvement" means the number of students who, for each subject, did not pass the mandatory statewide annual assessment by the end of grade 10 but passed the mandatory statewide annual assessment by the end of grade 12, divided by the number of graduates who did not pass the mandatory statewide annual assessment by the end of grade 10.
- (38) "Receiving school" means an elementary school or a high school that has at least thirty (30) students who were enrolled in:
- (A) a feeder school for at least one hundred sixty-two (162) days in the year preceding the year being assessed; and
  - (B) a receiving school for at least one hundred sixty-two (162) days in the year being assessed.
- (39) "School" has the meaning set forth in IC 20-31-2-8.
- (40) "School corporation" has the meaning set forth in IC 20-18-2-16.
- (41) "School year" has the meaning set forth in IC 20-18-2-17.

(42) "Small school" means the following:

(A) An elementary school that has fewer than thirty (30) students who:

- (i) were enrolled for at least one hundred sixty-two (162) days in the year being assessed;
- (ii) were assessed on the mandatory statewide annual assessment in English/language arts and mathematics;
- (iii) obtained a valid test result; and
- (iv) were not excluded based on being a limited English proficient student that had been enrolled in school in the United States for less than twelve (12) months.

(B) A high school that:

- (i) does not have data sufficient to calculate a score for grade 12; and
- (ii) has fewer than thirty (30) students in the grade 10 cohort who were:
  - (AA) enrolled for at least one hundred sixty-two (162) days in the year being assessed;
  - (BB) tested on the mandatory statewide annual assessment;
  - (CC) obtained a valid test result; and
  - (DD) not excluded based on being a limited English proficient student that had been enrolled in school in the United States for less than twelve (12) months.

(43) "State college and career readiness factor" means the quotient of:

- (A) the total achievable college and career readiness rate, one hundred percent (100%); and
- (B) the annual college and career readiness goal for the state as established by the board.

(44) "State college and career readiness participation factor" means the quotient of:

- (A) the total achievable college and career readiness rate, one hundred percent (100%); and
- (B) the annual college and career readiness participation goal for the state as established by the board with sufficient notice to the graduation cohort.

(45) "Subgroup" means a group of at least thirty (30) eligible students that falls into at least one of the categories under 34 CFR sec. 200.13(b)(7)(ii) (2015).

*(Indiana State Board of Education; 511 IAC 6.2-10-1; filed Jun 15, 2015, 3:46 p.m.: 20150715-IR-511140447FRA, eff Mar 1, 2016)*

#### **511 IAC 6.2-10-2 Growth to proficiency table**

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 2. (a) Growth domain points shall be based on a growth to proficiency table as approved and published by the board.

(b) Prior to taking final action to approve the growth to proficiency table, the board shall do the following:

- (1) Provide public notice of the growth to proficiency table at least thirty (30) days prior to taking final action.
- (2) Accept and consider public comment.

(c) In taking final action to approve the growth to proficiency table, the board shall establish the date the growth to proficiency table is to take effect. *(Indiana State Board of Education; 511 IAC 6.2-10-2; filed Jun 15, 2015, 3:46 p.m.: 20150715-IR-511140447FRA, eff Mar 1, 2016)*

#### **511 IAC 6.2-10-3 Placement of schools in categories; overall framework**

Authority: IC 20-19-2-8; IC 20-31-4; IC 20-31-8-4; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 3. (a) The board shall place a school in an accountability category annually. With the exception of schools that qualify for and elect the application of section 10 of this rule, placement shall be based on the results of the mandatory statewide annual assessment and other criteria as set forth in this rule.

(b) Performance and growth categories shall be awarded by the letter grades A, B, C, D, and F. Placement in a category is determined by the weighted averages of the performance domain, growth domain, and multiple measures domain as set forth in this rule. The following scale shall be used to determine a school's performance and growth category placement:

- (1) 90.0 – 100.0 points = A
- (2) 80.0 – 89.9 points = B
- (3) 70.0 – 79.9 points = C
- (4) 60.0 – 69.9 points = D
- (5) 0.0 – 59.9 points = F.

(c) The accountability framework used to calculate a school's performance and growth category shall include the following designated domains, as set forth in this rule:

- (1) Performance.
- (2) Growth.
- (3) Multiple measures.

(d) The weights of the performance, growth, and multiple measures domains, as set forth in this rule, shall be awarded as follows:

- (1) Pupil enrollment percentage shall be determined for the grade spans with associated data:
  - (A) grade 3 through grade 8; and
  - (B) grade 9 through grade 12.
- (2) The weight of the performance domain for a school or school corporation shall be the sum of the following:
  - (A) The product of the pupil enrollment percentage for grades 3 through 8 and one (1) of the following:
    - (i) Fifty percent (50%) for a school with sufficient data points to calculate the growth domain.
    - (ii) One hundred percent (100%) for a school lacking sufficient data points to calculate growth domain.
  - (B) The product of the pupil enrollment percentage for grades 9 through 12 and one (1) of the following:
    - (i) Twenty percent (20%) for a school with sufficient data points to calculate the growth domain and multiple measures domain.
    - (ii) Fifty percent (50%) for a school with sufficient data points to calculate the growth domain but lacks sufficient data points to calculate the multiple measures domain.
    - (iii) Forty percent (40%) for a school with sufficient data points to calculate the multiple measures domain but that lacks sufficient data points to calculate the growth domain.
    - (iv) One hundred percent (100%) for a school lacking sufficient data points to calculate the growth domain and multiple measures domain.
- (3) The weight of the growth domain for a school or school corporation shall be determined by the following:
  - (A) The product of the pupil enrollment percentage for grades 3 through 8 and fifty percent (50%) for a school with sufficient data points to calculate the performance domain and growth domain.
  - (B) The product of the pupil enrollment percentage for grades 9 through 12 and one (1) of the following:
    - (i) Twenty percent (20%) for a school with sufficient data points to calculate the multiple measures domain.
    - (ii) Fifty percent (50%) for a school that lacks sufficient data points to calculate the multiple measures domain.
- (4) The weight of the multiple measures domain for a school or school corporation shall be determined as follows:
  - (A) For graduation rate, the product of the pupil enrollment percentage for grades 9 through 12 and one (1) of the following:
    - (i) Fifty percent (50%) for a school lacking sufficient data points to calculate the performance and growth domains.
    - (ii) Thirty percent (30%) for the graduation rate for a school with sufficient data points to calculate performance or growth domains.
  - (B) For college and career readiness, the product of the pupil enrollment percentage for grades 9 through 12 and one (1) of the following:
    - (i) Fifty percent (50%) for a school lacking sufficient data points to calculate performance and growth domains.
    - (ii) Thirty percent (30%) for a school with sufficient data points to calculate performance or growth domains.
- (e) A school shall not be awarded a letter grade of A unless it reduces achievement gaps in each subgroup by:
  - (1) meeting annual measurable objectives in each subgroup; or
  - (2) showing improvement in performance in each subgroup as compared to prior year; or
  - (3) showing improvement in growth in each subgroup as compared to prior year.

(f) Schools that meet the criteria for a letter grade of A, but fail to reduce achievement gaps in each subgroup as required by subsection (e) of this rule, shall be awarded a letter grade of B.

(g) If a school has too few students for an accountability category to be calculated, its accountability category shall be "null". A null designation by itself may not be used to intervene in the school or to impose financial or other consequences. (*Indiana State Board of Education; 511 IAC 6.2-10-3; filed Jun 15, 2015, 3:46 p.m.: 20150715-IR-511140447FRA, eff Mar 1, 2016*)

#### **511 IAC 6.2-10-4 Performance domain**

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 4. (a) The performance domain shall consist of an English/language arts indicator and a mathematics indicator. A school's final performance domain category placement shall be determined based on the weighted average of the awarded performance indicator points. The weight of the English/language arts indicator shall be fifty percent (50%) of the performance domain, and the weight of the mathematics indicator shall be fifty percent (50%) of the performance domain. Grades shall be assigned in accordance with the following points scale:

- (1) 90.0 – 100.0 points = A
- (2) 80.0 – 89.9 points = B
- (3) 70.0 – 79.9 points = C
- (4) 60.0 – 69.9 points = D
- (5) 0.0 – 59.9 points = F.

(b) The English/language arts indicator for performance shall be determined in accordance with the following:

(1) Points shall be awarded for grades 3 through 10, respectively, where data are available. Points shall not be awarded for grades 11 and 12.

(2) A school must have at least thirty (30) eligible students in the accountable year to obtain English/language arts points.

(3) If a school does not have at least thirty (30) eligible students in the accountable year, the school's English/language arts points will be based on the results of the mandatory annual assessments of a cumulative aggregate of eligible students.

(4) Points awarded for English/language arts shall equal the product of eligible students that passed the mandatory statewide annual assessment for English/language arts and the assessment participation rate as follows:

(A) If the assessment participation rate on the English/language arts portion of the mandatory annual assessments is greater than or equal to ninety-five percent (95%), then the participation rate shall be one (1).

(B) If the assessment participation rate on the English/language arts portion of the mandatory annual assessments is less than ninety-five percent (95%), then the participation rate shall equal the participation rate in decimal form.

(c) The mathematics indicator for performance shall be determined in accordance with the following:

(1) Points shall be awarded for grades 3 through 10, respectively, where data are available. Points shall not be awarded for grades 11 and 12.

(2) A school must have at least thirty (30) eligible students in the accountable year to obtain mathematics points.

(3) If a school does not have at least thirty (30) eligible students in the accountable year, the school's mathematics points will be based on the results of the mandatory annual assessments of a cumulative aggregate of eligible students.

(4) Points awarded for mathematics shall equal the product of eligible students that passed the mandatory statewide annual assessment for mathematics and the assessment participation rate as follows:

(A) If the assessment participation rate on the mathematics portion of the mandatory annual assessments is greater than or equal to ninety-five percent (95%), then the participation rate shall be one (1).

(B) If the assessment participation rate on the mathematics portion of the mandatory annual assessments is less than ninety-five percent (95%), then the participation rate shall equal the participation rate in decimal form.

(*Indiana State Board of Education; 511 IAC 6.2-10-4; filed Jun 15, 2015, 3:46 p.m.: 20150715-IR-511140447FRA, eff Mar 1, 2016*)

**511 IAC 6.2-10-5 Growth domain**

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 5. (a) The growth domain shall consist of an English/language arts indicator and a mathematics indicator. A school's final growth domain placement shall be determined based on the weighted average of the indicator points. The weight of the English/language arts indicator shall be fifty percent (50%) of the growth domain, and the weight of the mathematics indicator shall be fifty percent (50%) of the growth domain. Grades shall be assigned in accordance with the following points scale:

- (1) 90.0 – 100.0 points = A
- (2) 80.0 – 89.9 points = B
- (3) 70.0 – 79.9 points = C
- (4) 60.0 – 69.9 points = D
- (5) 0.0 – 59.9 points = F.

(b) The English/language arts indicator for growth shall be determined in accordance with the following:

- (1) Points shall be awarded for grades 4 through 10, and grade 12, where test data are available.
- (2) Points shall be awarded to grades 4 through 10 based on the average of the scores of all eligible students in the top seventy-five percent (75%) and the bottom twenty-five percent (25%) of each grade as follows:

(A) A school must have at least forty (40) eligible students in the accountable year to obtain growth points for the top seventy-five percent (75%) and bottom twenty-five percent (25%) of students.

(B) The bottom twenty-five percent (25%) must contain at least ten (10) of the forty (40) students.

(C) If a school does not have at least forty (40) eligible students in the accountable year, the school's growth points shall be based on the results of the mandatory annual assessments of a cumulative aggregate of eligible students.

- (3) Points shall be awarded to grades 11 and 12 in a manner equal to the rate of improvement of students on the mandatory statewide annual assessment between the student's grade 10 cohort year and the student's expected graduation year. A school must have at least ten (10) students in the graduation cohort identified as not passing the mandatory statewide annual assessment by the end of the student's grade 10 cohort year, and identified as passing the mandatory statewide annual assessment by the student's expected graduation year as follows:

(A) Rate of improvement from grade 10 to grade 12 shall be calculated as follows:

(i) Subtract the percentage of students in grade 10 that passed the English/language arts assessment from the percentage of this same cohort of students that passed by the end of grade 12.

(ii) Multiply that value by 10.

(B) If a school does not have at least ten (10) eligible students in its graduation cohort, the school's rate of improvement will be based on a cumulative aggregate of eligible students in its graduation cohort.

(C) Regardless of where a student in grade 10 took the mandatory statewide annual assessment under subdivision (3) [*this subdivision*], the student's passing score in grade 12 shall apply to the points received by the school where the student graduates.

- (4) The overall points for English/language arts shall be the sum of all applicable grade span points.

(c) The mathematics indicator for growth shall be determined in accordance with the following:

- (1) Points shall be awarded for grades 4 through 10, and grade 12, where test data are available.

(2) Points shall be awarded to grades 4 through 10 based on the average of the scores of all eligible students in the top seventy-five percent (75%) and the bottom twenty-five percent (25%) of each grade as follows:

(A) A school must have at least forty (40) eligible students in the accountable year to obtain growth points for the top seventy-five percent (75%) and bottom twenty-five percent (25%) of students.

(B) The bottom twenty-five percent (25%) must contain at least ten (10) of the forty (40) students.

(C) If a school does not have at least forty (40) eligible students in the accountable year, the school's growth points shall be based on the results of the mandatory annual assessments of a cumulative aggregate of eligible students.

- (3) Points shall be awarded to grades 11 and 12 in a manner equal to the rate of improvement of students on the mandatory statewide annual assessment between the student's grade 10 cohort year and the student's expected graduation. A school must have at least ten (10) students in the graduation cohort identified as not passing the mandatory statewide annual assessment

by the end of the student's grade 10 cohort year, and identified as passing the mandatory statewide annual assessment by the student's expected graduation year as follows:

- (A) Rate of improvement from grade 10 to grade 12 mathematics shall be calculated as follows:
  - (i) Subtract the percentage of students in grade 10 that passed the mathematics assessment from the percentage of this same cohort of students that passed by the end of grade 12.
  - (ii) Multiply that value by 10.
- (B) If a school does not have at least ten (10) eligible students in its graduation cohort, the school's rate of improvement will be based on a cumulative aggregate of eligible students in its graduation cohort.
- (C) Regardless of where a student in grade 10 took the exam under subdivision (3) [*this subdivision*], the student's passing score in grade 12 shall apply to the points received by the school where the student graduates.

- (4) The overall points for mathematics shall be the sum of all applicable grade span points.

(Indiana State Board of Education; 511 IAC 6.2-10-5; filed Jun 15, 2015, 3:46 p.m.: 20150715-IR-511140447FRA, eff Mar 1, 2016)

### **511 IAC 6.2-10-6 Multiple measures domain**

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 6. (a) The multiple measures domain shall consist of a college and career readiness indicator and a graduation indicator. The weight of the college and career readiness indicator shall be fifty percent (50%) of the multiple measures domain, and the weight of the graduation indicator shall be fifty percent (50%) of the multiple measures domain. Points shall be assigned in accordance with the following scale:

- (1) 90.0 – 100.0 points = A
- (2) 80.0 – 89.9 points = B
- (3) 70.0 – 79.9 points = C
- (4) 60.0 – 69.9 points = D
- (5) 0.0 – 59.9 points = F.

(b) The college and career readiness indicator for the multiple measures domain shall equal the product of the college and career readiness achievement score and the college and career readiness participation rate score. The maximum college and career readiness score is one hundred (100.0) points as follows:

- (1) The college and career readiness achievement score shall be the product of the college and career readiness achievement rate and the state college and career readiness factor as follows:

- (A) The graduation cohort, excluding any students who did not graduate in four (4) years or less, shall be used in determining a school's college and career readiness achievement score.
- (B) A school must have at least ten (10) students in the graduation cohort to obtain a college and career readiness achievement score. If a school does not have at least ten (10) students in its graduation [*sic*] cohort, the school's rate of improvement will be based on a cumulative aggregate of students in its graduation cohort.
- (C) A school's college and career readiness achievement rate shall be based on the percentage of students described in this subsection who accomplished any of the following:
  - (i) Passed an AP exam with a score of 3, 4, or 5.
  - (ii) Passed an IB exam with a score of 4, 5, 6, or 7.
  - (iii) Earned three (3) college credits as defined in section 1 of this rule.
  - (iv) Obtained an industry-recognized credential as defined in section 1 of this rule.
- (D) A school's college and career readiness factor is determined by dividing one hundred (100) by the expected college and career readiness goal as defined by the board.

- (2) The college and career readiness participation rate score shall be determined only if a school has college and career readiness assessment data available at grade 11 to receive a college and career readiness participation rate score as follows:

- (A) The grade 11 cohort who were enrolled in the school for at least one hundred sixty-two (162) days of the school year shall be used in determining a school's college and career readiness participation rate score.

(B) A school's college and career readiness participation percentage shall be based on the percent of students described in clause (A) who have participated in a college and career readiness assessment during the accountable year.

(C) If the college and career readiness participation rate is greater than or equal to ninety-five percent (95%), then the participation rate shall be one (1).

(D) If the college and career readiness participation rate is less than ninety-five percent (95%), then the participation rate shall equal the participation rate in decimal form.

(E) If no college and career readiness participation rate data is available then the college and career readiness indicator *[sic]* shall equal the college and career readiness achievement score.

(c) The graduation indicator for the multiple measures domain shall equal the sum of the graduation rate score and the five (5) year graduation rate score as follows:

(1) The graduation rate score shall be determined based on the percentage of students that graduated from high school in four (4) years or less as follows:

(A) A school must have at least ten (10) students in the most recently finalized graduation cohort to obtain a graduation rate score. If a school does not have at least ten (10) eligible students in its graduation cohort, the school's rate of improvement will be based on a cumulative aggregate of eligible students in its graduation cohort.

(B) A school with a graduation rate that is at least ninety percent (90%) shall receive one hundred (100) points. A school with a graduation rate less than ninety percent (90%) shall receive points equal to the school's graduation rate.

(2) The five (5) year graduation rate score shall be determined based on the difference in the four (4) year graduation rate and the five (5) year graduation rate for the graduation cohort. A school must have four (4) year graduation rate points available to receive a five (5) year graduation score as follows:

(A) A school must have at least ten (10) students in the most recently finalized graduation cohort to obtain a five (5) year graduation rate score.

(B) The graduation cohort immediately preceding the most recently finalized graduation cohort shall be used to determine a school's five (5) year graduation rate score.

(C) Five (5) year graduation rate points shall be equal to the five (5) year graduation rate.

(D) Five (5) year graduation improvement points are not required to calculate the graduation indicator of the multiple measures domain.

*(Indiana State Board of Education; 511 IAC 6.2-10-6; filed Jun 15, 2015, 3:46 p.m.: 20150715-IR-511140447FRA, eff Mar 1, 2016)*

#### **511 IAC 6.2-10-7 Feeder schools**

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 7. (a) A feeder school's accountability category shall be based on the performance domain only.

(b) A feeder school's performance domain shall be based on the English/language arts and mathematics scores of the receiving school or schools.

(c) If more than five (5) receiving schools are identified for the feeder school, the five (5) schools with the highest census of feeder school students will be used to determine the feeder school's performance domain.

(d) A feeder school's English/language arts score is the percentage of eligible students that have passed the English/language arts exam in the receiving school or schools multiplied by one hundred (100).

(e) A feeder school's mathematics score is the percentage of eligible students that have passed the mathematics exam in the receiving school or schools multiplied by one hundred (100).

(f) Grades shall be assigned in accordance with the following points scale:

(1) 90.0 – 100.0 points = A

(2) 80.0 – 89.9 points = B

(3) 70.0 – 79.9 points = C

(4) 60.0 – 69.9 points = D

(5) 0.0 – 59.9 points = F.



(Indiana State Board of Education; 511 IAC 6.2-10-7; filed Jun 15, 2015, 3:46 p.m.: 20150715-IR-511140447FRA, eff Mar 1, 2016)

**511 IAC 6.2-10-8 School corporations; performance category grade**

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 8. (a) The board shall assign each school corporation an overall performance and growth category in accordance with section 3 of this rule.

(b) Not more than one percent (1%) of the total tested population of students in the corporation may be counted as proficient on the alternative assessment to the mandatory statewide annual assessment. (Indiana State Board of Education; 511 IAC 6.2-10-8; filed Jun 15, 2015, 3:46 p.m.: 20150715-IR-511140447FRA, eff Mar 1, 2016)

**511 IAC 6.2-10-9 School changes due to opening, reopening, reconfiguring, or redistributing students; new accountability baselines**

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 9. (a) This section applies to schools that:

- (1) open;
- (2) reopen;
- (3) reconfigure; or
- (4) redistribute students.

(b) To obtain a new accountability baseline, a school described in subsection (a) must clearly demonstrate all of the following:

- (1) An increase or decrease of at least seventy percent (70%) in the student population from the previous year.
- (2) A significant change in educational philosophy, curriculum, or staffing.
- (3) A change is not being made to avoid accountability.

(Indiana State Board of Education; 511 IAC 6.2-10-9; filed Jun 15, 2015, 3:46 p.m.: 20150715-IR-511140447FRA, eff Mar 1, 2016)

**511 IAC 6.2-10-10 New schools**

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 10. (a) Except as provided in subsection (b), this section applies to schools that have:

- (1) been open three (3) years or less; and
  - (2) not elected application of section 3 of this rule.
- (b) This section does not apply to a feeder school or a small school.

(c) Section 5 of this rule shall be the exclusive means used in determining the school's final accountability category. (Indiana State Board of Education; 511 IAC 6.2-10-10; filed Jun 15, 2015, 3:46 p.m.: 20150715-IR-511140447FRA, eff Mar 1, 2016)

**511 IAC 6.2-10-11 Review of category placement**

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 11. A school or school corporation may petition for review of its accountability category placement based on objective factors the school or school corporation considers relevant because the annual assessment data do not accurately reflect school performance, growth, or multiple measures, as applicable. Objective factors include significant demographic changes in the student population, errors in data, or other significant issues including, but not limited to, errors in the application of this rule to determine

an accountability category. (*Indiana State Board of Education; 511 IAC 6.2-10-11; filed Jun 15, 2015, 3:46 p.m.: 20150715-IR-511140447FRA, eff Mar 1, 2016*)

**511 IAC 6.2-10-12 Atypical schools**

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 12. (a) For each atypical school, the department shall, without waiting for a request from the board, immediately provide to the board the following information for the grade levels served and available data:

(1) Grade levels served by the school.

(2) Data available.

(3) Available models with current sample data for reference.

(b) Based on the findings of the department and any other information available to the board, the board shall determine the school's accountability category. (*Indiana State Board of Education; 511 IAC 6.2-10-12; filed Jun 15, 2015, 3:46 p.m.: 20150715-IR-511140447FRA, eff Mar 1, 2016*)

\*

# HOW TO CALCULATE A-F SCHOOL GRADES

## DOMAINS

- Each domain is issued a score between 0.00 and 100.0 points
- The scores for each domain are weighted to determine a school's TOTAL score.
- The total score is the sum of the 3 scores after they have been weighted.

### Calculating the Final Score

- Performance: (Score x Weight)
- Growth: +(Score x Weight)
- Multiple Measures: +(Score x Weight)  
Final Score

## FINAL SCORE

A final grade will be given to each school based on their final score using the following scale:

A	B	C	D	F
100.0 – 90.0	89.9 – 80.0	79.9 – 70.0	69.9 – 60.0	59.9 – 0.00

## WEIGHTS OF EACH DOMAIN

The overall weights of each domain in a final grade depend upon which domains may be calculated for each school. *Example: If a school does not have data to calculate the multiple measures domain but does have data to calculate the performance and growth domains then its final grade will be based on the performance domain (50% of final grade score) and the growth domain (50% of final grade score).*

	PERFORMANCE WEIGHT	GROWTH WEIGHT	MULTIPLE MEASURES WEIGHT
Growth Only	0	100	0
Performance Only	100	0	0
Multiple Measures Only	0	0	100
Performance & Growth Only	50	50	0
Growth & Multiple Measures Only	0	40	60
Performance & Multiple Measures Only	40	0	60
Performance, Growth & Multiple Measures	20	20	60

### PERFORMANCE DOMAIN

Performance indicators utilize current data points to calculate scores. Applies to grade levels 03 – 10.

#### English/Language Arts Indicator Score:

$$\frac{\# \text{ students passing assessment}}{\# \text{ students taking assessment}} * \frac{\# \text{ students taking assessment}}{\# \text{ students required to participate}}$$

#### Mathematics Indicator Score:

$$\frac{\# \text{ students passing assessment}}{\# \text{ students taking assessment}} * \frac{\# \text{ students taking assessment}}{\# \text{ students required to participate}}$$

### MULTIPLE MEASURES DOMAIN

Multiple Measures indicators utilize prior year cohort to calculate scores. Applies to graduates.

#### Graduation Indicator Score:

$$\frac{\# \text{ graduates in cohort}}{\# \text{ students in cohort}}$$

+

$$\frac{\# \text{ 5 year grads in previous cohort}}{\# \text{ students in previous cohort}} - \frac{\# \text{ 4 year grads in previous cohort}}{\# \text{ students in previous cohort}}$$

#### College & Career Readiness Indicator Score:

$$\frac{\# \text{ Passed} + \# \text{ Passed} + \# \text{ Dual College} + \# \text{ Industry} \\ \text{Ap Exam} \quad \text{IB Exam} \quad \text{Credits} \quad \text{Certification}}{\text{Total \# of Cohort Graduates}} * \text{Goal Factor}$$

### GROWTH DOMAIN

Growth indicators utilize current data and previous year data to calculate scores. Applies to grade levels 04 – 10 and 12.

#### English/Language Arts & Mathematics Growth Indicator Scores (repeated for each indicator):

##### Top 75% Student Subgroup Group Growth:

$$\frac{\text{Sum (Observed Growth Points per student)}}{\# \text{ students receiving Observed Growth Points}} * 0.5$$

+

##### Bottom 25% Student Subgroup Group Growth:

$$\frac{\text{Sum (Observed Growth Points per student)}}{\# \text{ students receiving Observed Growth Points}} * 0.5$$

+

#### Tenth to Graduation Improvement:

$$(\% \text{ Passing Graduation Exam by end of 12th grade} - \% \text{ Passing Graduation Exam in 10th grade}) * 10$$

## 2015 Score Ranges

The following tables provide information on the 2015 scale score ranges, by subject, that make up each subcategory for the “prior year status” component of the growth table. These will be the ranges used to determine which prior year status subcategory each student falls under when determining growth points for 2015-2016 accountability.

### MATH

<b>Subcategory</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>
<b>PP2</b>	507 – 690	534 – 720	563 – 750	584 – 760	603 – 790
<b>PP1</b>	480 – 506	508 – 533	535 – 562	560 – 583	578 – 602
<b>P3</b>	460 – 479	492 – 507	517 – 534	544 – 559	563 – 577
<b>P2</b>	443 – 459	476 – 491	498 – 516	528 – 543	548 – 562
<b>P1</b>	425 – 442	458 – 475	480 – 497	510 – 527	533 – 547
<b>DNP3</b>	401 – 424	436 – 457	459 – 479	488 – 509	508 – 532
<b>DNP2</b>	357 – 400	391 – 435	419 – 458	442 – 487	469 – 507
<b>DNP1</b>	185 – 356	210 – 390	240 – 418	270 – 441	305 – 468

### ENGLISH/LANGUAGE ARTS

<b>Subcategory</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>
<b>PP2</b>	526 – 800	557 – 850	573 – 890	599 – 900	620 – 910
<b>PP1</b>	500 – 525	529 – 556	546 – 572	572 – 598	592 – 619
<b>P3</b>	475 – 499	504 – 528	525 – 545	547 – 571	565 – 591
<b>P2</b>	452 – 474	481 – 503	505 – 524	525 – 546	540 – 564
<b>P1</b>	428 – 451	456 – 480	486 – 504	502 – 524	516 – 539
<b>DNP3</b>	407 – 427	435 – 455	462 – 485	475 – 501	488 – 515
<b>DNP2</b>	372 – 406	393 – 434	420 – 461	424 – 474	439 – 487
<b>DNP1</b>	200 – 371	210 – 392	220 – 419	230 – 423	240 – 438

NOTE: Grey highlights indicate cut score set by Indiana State Board of Education

The following tables provide statewide information on the number and percentage of students falling under each prior year subcategory and type of growth movement between 2014 and 2015 on the growth table. The tables are broken down by overall student population; grade level; and federal subgroup for English/Language Arts.

## ELA

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	12,574	44-61	5,262	62-99	11,367
PP1	0-43	19,613	44-61	8,099	62-99	17,449
P3	0-43	35,849	44-61	15,027	62-99	31,749
P2	0-42	33,704	43-59	13,557	60-99	32,507
P1	0-41	33,887	42-56	12,309	57-99	35,716
DNP3	0-39	11,814	40-62	6,952	63-99	11,432
DNP2	0-36	9,547	37-61	6,565	62-99	10,152
DNP1	0-34	3,068	35-59	2,300	60-99	3,608

Grades listed below represent the Student's 2014-2015 Grade Level

### ELA - 4th Grade

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	1,545	44-61	658	62-99	1,383
PP1	0-43	2,379	44-61	989	62-99	2,164
P3	0-43	8,234	44-61	3,380	62-99	7,187
P2	0-42	7,798	43-59	3,216	60-99	7,551
P1	0-41	7,849	42-56	2,876	57-99	8,393
DNP3	0-39	2,163	40-62	1,267	63-99	2,100
DNP2	0-36	1,471	37-61	942	62-99	1,542
DNP1	0-34	406	35-59	342	60-99	511

Grades listed below represent the Student's 2014-2015 Grade Level

### ELA - 5th Grade

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	3,090	44-61	1,282	62-99	2,772
PP1	0-43	3,958	44-61	1,619	62-99	3,569
P3	0-43	7,463	44-61	3,124	62-99	6,575
P2	0-42	7,106	43-59	2,813	60-99	6,766
P1	0-41	6,952	42-56	2,544	57-99	7,402
DNP3	0-39	1,872	40-62	1,117	63-99	1,799
DNP2	0-36	1,508	37-61	1,007	62-99	1,594
DNP1	0-34	388	35-59	281	60-99	474

## ELA

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	3.3%	44-61	1.4%	62-99	3.0%
PP1	0-43	5.1%	44-61	2.1%	62-99	4.5%
P3	0-43	9.3%	44-61	3.9%	62-99	8.3%
P2	0-42	8.8%	43-59	3.5%	60-99	8.5%
P1	0-41	8.8%	42-56	3.2%	57-99	9.3%
DNP3	0-39	3.1%	40-62	1.8%	63-99	3.0%
DNP2	0-36	2.5%	37-61	1.7%	62-99	2.6%
DNP1	0-34	0.8%	35-59	0.6%	60-99	0.9%

### ELA - 4th Grade

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	2.0%	44-61	0.9%	62-99	1.8%
PP1	0-43	3.1%	44-61	1.3%	62-99	2.8%
P3	0-43	10.8%	44-61	4.4%	62-99	9.4%
P2	0-42	10.2%	43-59	4.2%	60-99	9.9%
P1	0-41	10.3%	42-56	3.8%	57-99	11.0%
DNP3	0-39	2.8%	40-62	1.7%	63-99	2.8%
DNP2	0-36	1.9%	37-61	1.2%	62-99	2.0%
DNP1	0-34	0.5%	35-59	0.4%	60-99	0.7%

### ELA - 5th Grade

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	4.0%	44-61	1.7%	62-99	3.6%
PP1	0-43	5.1%	44-61	2.1%	62-99	4.6%
P3	0-43	9.7%	44-61	4.1%	62-99	8.5%
P2	0-42	9.2%	43-59	3.6%	60-99	8.8%
P1	0-41	9.0%	42-56	3.3%	57-99	9.6%
DNP3	0-39	2.4%	40-62	1.4%	63-99	2.3%
DNP2	0-36	2.0%	37-61	1.3%	62-99	2.1%
DNP1	0-34	0.5%	35-59	0.4%	60-99	0.6%

Grades listed below represent the Student's 2014-2015 Grade Level

**ELA - 6th Grade**

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	2,483	44-61	1,031	62-99	2,214
PP1	0-43	3,963	44-61	1,633	62-99	3,545
P3	0-43	6,793	44-61	2,914	62-99	5,963
P2	0-42	6,506	43-59	2,586	60-99	6,316
P1	0-41	6,693	42-56	2,394	57-99	6,935
DNP3	0-39	2,441	40-62	1,457	63-99	2,319
DNP2	0-36	1,833	37-61	1,223	62-99	1,903
DNP1	0-34	632	35-59	458	60-99	744

Grades listed below represent the Student's 2014-2015 Grade Level

**ELA - 7th Grade**

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	3,395	44-61	1,410	62-99	3,099
PP1	0-43	5,132	44-61	2,142	62-99	4,511
P3	0-43	6,033	44-61	2,529	62-99	5,388
P2	0-42	5,769	43-59	2,318	60-99	5,602
P1	0-41	5,695	42-56	2,067	57-99	5,933
DNP3	0-39	2,526	40-62	1,478	63-99	2,516
DNP2	0-36	2,308	37-61	1,643	62-99	2,410
DNP1	0-34	805	35-59	593	60-99	942

Grades listed below represent the Student's 2014-2015 Grade Level

**ELA - 8th Grade**

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	2,061	44-61	881	62-99	1,899
PP1	0-43	4,181	44-61	1,716	62-99	3,660
P3	0-43	7,326	44-61	3,080	62-99	6,636
P2	0-42	6,525	43-59	2,624	60-99	6,272
P1	0-41	6,698	42-56	2,428	57-99	7,053
DNP3	0-39	2,812	40-62	1,633	63-99	2,698
DNP2	0-36	2,427	37-61	1,750	62-99	2,703
DNP1	0-34	837	35-59	626	60-99	937

**ELA - 6th Grade**

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	3.3%	44-61	1.4%	62-99	3.0%
PP1	0-43	5.3%	44-61	2.2%	62-99	4.7%
P3	0-43	9.1%	44-61	3.9%	62-99	8.0%
P2	0-42	8.7%	43-59	3.4%	60-99	8.4%
P1	0-41	8.9%	42-56	3.2%	57-99	9.2%
DNP3	0-39	3.3%	40-62	1.9%	63-99	3.1%
DNP2	0-36	2.4%	37-61	1.6%	62-99	2.5%
DNP1	0-34	0.8%	35-59	0.6%	60-99	1.0%

**ELA - 7th Grade**

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	4.5%	44-61	1.8%	62-99	4.1%
PP1	0-43	6.7%	44-61	2.8%	62-99	5.9%
P3	0-43	7.9%	44-61	3.3%	62-99	7.1%
P2	0-42	7.6%	43-59	3.0%	60-99	7.3%
P1	0-41	7.5%	42-56	2.7%	57-99	7.8%
DNP3	0-39	3.3%	40-62	1.9%	63-99	3.3%
DNP2	0-36	3.0%	37-61	2.2%	62-99	3.2%
DNP1	0-34	1.1%	35-59	0.8%	60-99	1.2%

**ELA - 8th Grade**

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	2.6%	44-61	1.1%	62-99	2.4%
PP1	0-43	5.3%	44-61	2.2%	62-99	4.6%
P3	0-43	9.2%	44-61	3.9%	62-99	8.4%
P2	0-42	8.2%	43-59	3.3%	60-99	7.9%
P1	0-41	8.4%	42-56	3.1%	57-99	8.9%
DNP3	0-39	3.5%	40-62	2.1%	63-99	3.4%
DNP2	0-36	3.1%	37-61	2.2%	62-99	3.4%
DNP1	0-34	1.1%	35-59	0.8%	60-99	1.2%

ELA - Ethnicity: White

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	10,641	44-61	4,446	62-99	9,597
PP1	0-43	16,221	44-61	6,723	62-99	14,411
P3	0-43	28,318	44-61	11,857	62-99	25,169
P2	0-42	24,338	43-59	9,887	60-99	23,865
P1	0-41	22,339	42-56	8,095	57-99	23,717
DNP3	0-39	7,026	40-62	4,046	63-99	6,942
DNP2	0-36	5,432	37-61	3,604	62-99	5,531
DNP1	0-34	1,657	35-59	1,278	60-99	1,853

ELA - Ethnicity: White

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	3.8%	44-61	1.6%	62-99	3.5%
PP1	0-43	5.9%	44-61	2.4%	62-99	5.2%
P3	0-43	10.2%	44-61	4.3%	62-99	9.1%
P2	0-42	8.8%	43-59	3.6%	60-99	8.6%
P1	0-41	8.1%	42-56	2.9%	57-99	8.6%
DNP3	0-39	2.5%	40-62	1.5%	63-99	2.5%
DNP2	0-36	2.0%	37-61	1.3%	62-99	2.0%
DNP1	0-34	0.6%	35-59	0.5%	60-99	0.7%

ELA - Ethnicity: Black

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	394	44-61	149	62-99	243
PP1	0-43	945	44-61	345	62-99	681
P3	0-43	2,604	44-61	918	62-99	1,767
P2	0-42	3,739	43-59	1,290	60-99	2,885
P1	0-41	5,284	42-56	1,691	57-99	4,617
DNP3	0-39	2,433	40-62	1,352	63-99	1,901
DNP2	0-36	2,101	37-61	1,425	62-99	2,098
DNP1	0-34	729	35-59	498	60-99	781

ELA - Ethnicity: Black

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	1.0%	44-61	0.4%	62-99	0.6%
PP1	0-43	2.3%	44-61	0.8%	62-99	1.7%
P3	0-43	6.4%	44-61	2.2%	62-99	4.3%
P2	0-42	9.1%	43-59	3.2%	60-99	7.1%
P1	0-41	12.9%	42-56	4.1%	57-99	11.3%
DNP3	0-39	6.0%	40-62	3.3%	63-99	4.7%
DNP2	0-36	5.1%	37-61	3.5%	62-99	5.1%
DNP1	0-34	1.8%	35-59	1.2%	60-99	1.9%

ELA - Ethnicity: Hispanic

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	614	44-61	240	62-99	425
PP1	0-43	1,227	44-61	489	62-99	1,000
P3	0-43	2,845	44-61	1,233	62-99	2,548
P2	0-42	3,543	43-59	1,541	60-99	3,548
P1	0-41	4,154	42-56	1,749	57-99	5,016
DNP3	0-39	1,640	40-62	1,128	63-99	1,822
DNP2	0-36	1,392	37-61	1,139	62-99	1,811
DNP1	0-34	444	35-59	355	60-99	671

ELA - Ethnicity: Hispanic

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	1.5%	44-61	0.6%	62-99	1.0%
PP1	0-43	3.0%	44-61	1.2%	62-99	2.5%
P3	0-43	7.0%	44-61	3.0%	62-99	6.3%
P2	0-42	8.7%	43-59	3.8%	60-99	8.7%
P1	0-41	10.2%	42-56	4.3%	57-99	12.4%
DNP3	0-39	4.0%	40-62	2.8%	63-99	4.5%
DNP2	0-36	3.4%	37-61	2.8%	62-99	4.5%
DNP1	0-34	1.1%	35-59	0.9%	60-99	1.7%

ELA - Ethnicity: Multiracial

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	487	44-61	223	62-99	416
PP1	0-43	819	44-61	317	62-99	655
P3	0-43	1,517	44-61	689	62-99	1,384
P2	0-42	1,649	43-59	595	60-99	1,425
P1	0-41	1,751	42-56	585	57-99	1,619
DNP3	0-39	599	40-62	330	63-99	517
DNP2	0-36	505	37-61	285	62-99	490
DNP1	0-34	173	35-59	111	60-99	180

ELA - Ethnicity: Multiracial

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	2.8%	44-61	1.3%	62-99	2.4%
PP1	0-43	4.7%	44-61	1.8%	62-99	3.8%
P3	0-43	8.8%	44-61	4.0%	62-99	8.0%
P2	0-42	9.5%	43-59	3.4%	60-99	8.2%
P1	0-41	10.1%	42-56	3.4%	57-99	9.3%
DNP3	0-39	3.5%	40-62	1.9%	63-99	3.0%
DNP2	0-36	2.9%	37-61	1.6%	62-99	2.8%
DNP1	0-34	1.0%	35-59	0.6%	60-99	1.0%

ELA - Ethnicity: Asian

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	413	44-61	192	62-99	662
PP1	0-43	357	44-61	202	62-99	645
P3	0-43	467	44-61	303	62-99	806
P2	0-42	340	43-59	210	60-99	711
P1	0-41	265	42-56	152	57-99	645
DNP3	0-39	80	40-62	77	63-99	219
DNP2	0-36	88	37-61	87	62-99	193
DNP1	0-34	53	35-59	50	60-99	109

ELA - Ethnicity: Asian

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	5.6%	44-61	2.6%	62-99	9.0%
PP1	0-43	4.9%	44-61	2.8%	62-99	8.8%
P3	0-43	6.4%	44-61	4.1%	62-99	11.0%
P2	0-42	4.6%	43-59	2.9%	60-99	9.7%
P1	0-41	3.6%	42-56	2.1%	57-99	8.8%
DNP3	0-39	1.1%	40-62	1.1%	63-99	3.0%
DNP2	0-36	1.2%	37-61	1.2%	62-99	2.6%
DNP1	0-34	0.7%	35-59	0.7%	60-99	1.5%

ELA - Ethnicity: American Indian

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	19	44-61	9	62-99	17
PP1	0-43	34	44-61	13	62-99	42
P3	0-43	75	44-61	25	62-99	58
P2	0-42	82	43-59	31	60-99	59
P1	0-41	76	42-56	29	57-99	77
DNP3	0-39	31	40-62	17	63-99	28
DNP2	0-36	26	37-61	20	62-99	20
DNP1	0-34	7	35-59	7	60-99	8

ELA - Ethnicity: American Indian

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	2.3%	44-61	1.1%	62-99	2.1%
PP1	0-43	4.2%	44-61	1.6%	62-99	5.2%
P3	0-43	9.3%	44-61	3.1%	62-99	7.2%
P2	0-42	10.1%	43-59	3.8%	60-99	7.3%
P1	0-41	9.4%	42-56	3.6%	57-99	9.5%
DNP3	0-39	3.8%	40-62	2.1%	63-99	3.5%
DNP2	0-36	3.2%	37-61	2.5%	62-99	2.5%
DNP1	0-34	0.9%	35-59	0.9%	60-99	1.0%



ELA - Ethnicity: Native Hawaiian or Other Pacific Islander

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	6	44-61	3	62-99	7
PP1	0-43	10	44-61	10	62-99	15
P3	0-43	23	44-61	2	62-99	17
P2	0-42	13	43-59	3	60-99	14
P1	0-41	18	42-56	8	57-99	25
DNP3	0-39	5	40-62	2	63-99	3
DNP2	0-36	3	37-61	5	62-99	9
DNP1	0-34	5	35-59	1	60-99	6

ELA - Ethnicity: Native Hawaiian or Other Pacific Islander

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	2.8%	44-61	1.4%	62-99	3.3%
PP1	0-43	4.7%	44-61	4.7%	62-99	7.0%
P3	0-43	10.8%	44-61	0.9%	62-99	8.0%
P2	0-42	6.1%	43-59	1.4%	60-99	6.6%
P1	0-41	8.5%	42-56	3.8%	57-99	11.7%
DNP3	0-39	2.3%	40-62	0.9%	63-99	1.4%
DNP2	0-36	1.4%	37-61	2.3%	62-99	4.2%
DNP1	0-34	2.3%	35-59	0.5%	60-99	2.8%

ELA - Special Education

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	267	44-61	103	62-99	196
PP1	0-43	678	44-61	227	62-99	433
P3	0-43	1,879	44-61	610	62-99	1,179
P2	0-42	2,878	43-59	901	60-99	1,915
P1	0-41	5,388	42-56	1,425	57-99	3,677
DNP3	0-39	3,336	40-62	1,504	63-99	1,999
DNP2	0-36	4,217	37-61	2,441	62-99	2,964
DNP1	0-34	2,150	35-59	1,479	60-99	1,989

ELA - Special Education

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	0.6%	44-61	0.2%	62-99	0.4%
PP1	0-43	1.5%	44-61	0.5%	62-99	1.0%
P3	0-43	4.3%	44-61	1.4%	62-99	2.7%
P2	0-42	6.6%	43-59	2.1%	60-99	4.4%
P1	0-41	12.3%	42-56	3.3%	57-99	8.4%
DNP3	0-39	7.6%	40-62	3.4%	63-99	4.6%
DNP2	0-36	9.6%	37-61	5.6%	62-99	6.8%
DNP1	0-34	4.9%	35-59	3.4%	60-99	4.5%

ELA - General Education

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	12,291	44-61	5,151	62-99	11,164
PP1	0-43	18,902	44-61	7,862	62-99	16,995
P3	0-43	33,905	44-61	14,389	62-99	30,535
P2	0-42	30,730	43-59	12,628	60-99	30,519
P1	0-41	27,969	42-56	10,700	57-99	31,532
DNP3	0-39	8,434	40-62	5,435	63-99	9,405
DNP2	0-36	5,285	37-61	4,106	62-99	7,152
DNP1	0-34	894	35-59	807	60-99	1,604

ELA - General Education

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	3.6%	44-61	1.5%	62-99	3.3%
PP1	0-43	5.6%	44-61	2.3%	62-99	5.0%
P3	0-43	10.0%	44-61	4.3%	62-99	9.0%
P2	0-42	9.1%	43-59	3.7%	60-99	9.0%
P1	0-41	8.3%	42-56	3.2%	57-99	9.3%
DNP3	0-39	2.5%	40-62	1.6%	63-99	2.8%
DNP2	0-36	1.6%	37-61	1.2%	62-99	2.1%
DNP1	0-34	0.3%	35-59	0.2%	60-99	0.5%

ELA - Free/Reduced Lunch

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	2,833	44-61	1,009	62-99	1,803
PP1	0-43	5,932	44-61	2,208	62-99	4,128
P3	0-43	14,139	44-61	5,360	62-99	10,283
P2	0-42	17,082	43-59	6,327	60-99	13,906
P1	0-41	20,424	42-56	6,913	57-99	19,201
DNP3	0-39	8,089	40-62	4,491	63-99	7,054
DNP2	0-36	6,979	37-61	4,690	62-99	7,045
DNP1	0-34	2,304	35-59	1,741	60-99	2,733

ELA - Free/Reduced Lunch

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	1.6%	44-61	0.6%	62-99	1.0%
PP1	0-43	3.4%	44-61	1.2%	62-99	2.3%
P3	0-43	8.0%	44-61	3.0%	62-99	5.8%
P2	0-42	9.7%	43-59	3.6%	60-99	7.9%
P1	0-41	11.6%	42-56	3.9%	57-99	10.9%
DNP3	0-39	4.6%	40-62	2.5%	63-99	4.0%
DNP2	0-36	4.0%	37-61	2.7%	62-99	4.0%
DNP1	0-34	1.3%	35-59	1.0%	60-99	1.5%

ELA - Paid Lunch

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	9,731	44-61	4,248	62-99	9,548
PP1	0-43	13,664	44-61	5,886	62-99	13,315
P3	0-43	21,678	44-61	9,652	62-99	21,444
P2	0-42	16,584	43-59	7,219	60-99	18,565
P1	0-41	12,990	42-56	5,231	57-99	16,058
DNP3	0-39	3,702	40-62	2,452	63-99	4,360
DNP2	0-36	2,538	37-61	1,854	62-99	3,078
DNP1	0-34	741	35-59	549	60-99	859

ELA - Paid Lunch

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	4.7%	44-61	2.1%	62-99	4.6%
PP1	0-43	6.6%	44-61	2.9%	62-99	6.5%
P3	0-43	10.5%	44-61	4.7%	62-99	10.4%
P2	0-42	8.1%	43-59	3.5%	60-99	9.0%
P1	0-41	6.3%	42-56	2.5%	57-99	7.8%
DNP3	0-39	1.8%	40-62	1.2%	63-99	2.1%
DNP2	0-36	1.2%	37-61	0.9%	62-99	1.5%
DNP1	0-34	0.4%	35-59	0.3%	60-99	0.4%

The following tables provide statewide information on the number and percentage of students falling under each prior year subcategory and type of growth movement between 2014 and 2015 on the growth table. The tables are broken down by overall student population; grade level; and federal subgroup for Math.

## Math

Prior Year	Target Range	Number of	Target Range	Number of	Target Range	Number of
PP2	0-43	22,461	44-61	9,386	62-99	20,147
PP1	0-43	29,938	44-61	12,353	62-99	26,477
P3	0-43	32,185	44-61	13,387	62-99	28,591
P2	0-42	28,961	43-59	11,451	60-99	27,838
P1	0-41	26,988	42-56	9,805	57-99	28,057
DNP3	0-39	9,906	40-62	5,814	63-99	9,647
DNP2	0-36	8,673	37-61	5,908	62-99	8,954
DNP1	0-34	3,077	35-59	2,172	60-99	3,525

Grades listed below represent the Student's 2014-2015 Grade Level

### Math - 4th Grade

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	4,438	44-61	1,843	62-99	4,012
PP1	0-43	5,356	44-61	2,236	62-99	4,638
P3	0-43	6,452	44-61	2,655	62-99	5,757
P2	0-42	5,747	43-59	2,319	60-99	5,446
P1	0-41	5,238	42-56	1,857	57-99	5,511
DNP3	0-39	2,373	40-62	1,494	63-99	2,315
DNP2	0-36	1,937	37-61	1,295	62-99	2,015
DNP1	0-34	586	35-59	454	60-99	752

Grades listed below represent the Student's 2014-2015 Grade Level

### Math - 5th Grade

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	4,493	44-61	1,830	62-99	4,000
PP1	0-43	5,527	44-61	2,329	62-99	4,879
P3	0-43	6,059	44-61	2,513	62-99	5,451
P2	0-42	5,899	43-59	2,316	60-99	5,569
P1	0-41	5,765	42-56	2,107	57-99	6,013
DNP3	0-39	2,235	40-62	1,283	63-99	2,199
DNP2	0-36	1,881	37-61	1,303	62-99	1,970
DNP1	0-34	614	35-59	435	60-99	701

## Math

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	5.8%	44-61	2.4%	62-99	5.2%
PP1	0-43	7.8%	44-61	3.2%	62-99	6.9%
P3	0-43	8.3%	44-61	3.5%	62-99	7.4%
P2	0-42	7.5%	43-59	3.0%	60-99	7.2%
P1	0-41	7.0%	42-56	2.5%	57-99	7.3%
DNP3	0-39	2.6%	40-62	1.5%	63-99	2.5%
DNP2	0-36	2.2%	37-61	1.5%	62-99	2.3%
DNP1	0-34	0.8%	35-59	0.6%	60-99	0.9%

### Math - 4th Grade

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	5.8%	44-61	2.4%	62-99	5.2%
PP1	0-43	7.0%	44-61	2.9%	62-99	6.0%
P3	0-43	8.4%	44-61	3.5%	62-99	7.5%
P2	0-42	7.5%	43-59	3.0%	60-99	7.1%
P1	0-41	6.8%	42-56	2.4%	57-99	7.2%
DNP3	0-39	3.1%	40-62	1.9%	63-99	3.0%
DNP2	0-36	2.5%	37-61	1.7%	62-99	2.6%
DNP1	0-34	0.8%	35-59	0.6%	60-99	1.0%

### Math - 5th Grade

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	5.8%	44-61	2.4%	62-99	5.2%
PP1	0-43	7.1%	44-61	3.0%	62-99	6.3%
P3	0-43	7.8%	44-61	3.2%	62-99	7.0%
P2	0-42	7.6%	43-59	3.0%	60-99	7.2%
P1	0-41	7.5%	42-56	2.7%	57-99	7.8%
DNP3	0-39	2.9%	40-62	1.7%	63-99	2.8%
DNP2	0-36	2.4%	37-61	1.7%	62-99	2.5%
DNP1	0-34	0.8%	35-59	0.6%	60-99	0.9%

Grades listed below represent the Student's 2014-2015 Grade Level

**Math - 6th Grade**

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	5,552	44-61	2,361	62-99	4,972
PP1	0-43	7,391	44-61	3,026	62-99	6,639
P3	0-43	6,397	44-61	2,629	62-99	5,478
P2	0-42	5,290	43-59	2,049	60-99	5,078
P1	0-41	4,593	42-56	1,696	57-99	4,692
DNP3	0-39	1,246	40-62	707	63-99	1,154
DNP2	0-36	1,166	37-61	776	62-99	1,197
DNP1	0-34	445	35-59	310	60-99	484

Grades listed below represent the Student's 2014-2015 Grade Level

**Math - 7th Grade**

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	3,880	44-61	1,627	62-99	3,458
PP1	0-43	4,833	44-61	2,017	62-99	4,373
P3	0-43	6,977	44-61	2,898	62-99	6,191
P2	0-42	6,571	43-59	2,648	60-99	6,420
P1	0-41	6,100	42-56	2,243	57-99	6,388
DNP3	0-39	1,789	40-62	1,029	63-99	1,716
DNP2	0-36	1,432	37-61	1,039	62-99	1,566
DNP1	0-34	477	35-59	327	60-99	564

Grades listed below represent the Student's 2014-2015 Grade Level

**Math - 8th Grade**

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	4,098	44-61	1,725	62-99	3,705
PP1	0-43	6,831	44-61	2,745	62-99	5,948
P3	0-43	6,300	44-61	2,692	62-99	5,714
P2	0-42	5,454	43-59	2,119	60-99	5,325
P1	0-41	5,292	42-56	1,902	57-99	5,453
DNP3	0-39	2,263	40-62	1,301	63-99	2,263
DNP2	0-36	2,257	37-61	1,495	62-99	2,206
DNP1	0-34	955	35-59	646	60-99	1,024

**Math - 6th Grade**

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	7.4%	44-61	3.1%	62-99	6.6%
PP1	0-43	9.8%	44-61	4.0%	62-99	8.8%
P3	0-43	8.5%	44-61	3.5%	62-99	7.3%
P2	0-42	7.0%	43-59	2.7%	60-99	6.7%
P1	0-41	6.1%	42-56	2.3%	57-99	6.2%
DNP3	0-39	1.7%	40-62	0.9%	63-99	1.5%
DNP2	0-36	1.5%	37-61	1.0%	62-99	1.6%
DNP1	0-34	0.6%	35-59	0.4%	60-99	0.6%

**Math - 7th Grade**

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	5.1%	44-61	2.1%	62-99	4.5%
PP1	0-43	6.3%	44-61	2.6%	62-99	5.7%
P3	0-43	9.1%	44-61	3.8%	62-99	8.1%
P2	0-42	8.6%	43-59	3.5%	60-99	8.4%
P1	0-41	8.0%	42-56	2.9%	57-99	8.3%
DNP3	0-39	2.3%	40-62	1.3%	63-99	2.2%
DNP2	0-36	1.9%	37-61	1.4%	62-99	2.0%
DNP1	0-34	0.6%	35-59	0.4%	60-99	0.7%

**Math - 8th Grade**

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	5.1%	44-61	2.2%	62-99	4.6%
PP1	0-43	8.6%	44-61	3.4%	62-99	7.5%
P3	0-43	7.9%	44-61	3.4%	62-99	7.2%
P2	0-42	6.8%	43-59	2.7%	60-99	6.7%
P1	0-41	6.6%	42-56	2.4%	57-99	6.8%
DNP3	0-39	2.8%	40-62	1.6%	63-99	2.8%
DNP2	0-36	2.8%	37-61	1.9%	62-99	2.8%
DNP1	0-34	1.2%	35-59	0.8%	60-99	1.3%

Math - Ethnicity: White

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	18,809	44-61	7,862	62-99	16,712
PP1	0-43	23,961	44-61	10,051	62-99	21,606
P3	0-43	24,045	44-61	10,249	62-99	22,180
P2	0-42	19,968	43-59	8,266	60-99	20,204
P1	0-41	17,130	42-56	6,466	57-99	18,817
DNP3	0-39	5,615	40-62	3,516	63-99	5,826
DNP2	0-36	4,306	37-61	3,153	62-99	4,835
DNP1	0-34	1,331	35-59	1,066	60-99	1,731

Math - Ethnicity: White

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	6.8%	44-61	2.8%	62-99	6.0%
PP1	0-43	8.6%	44-61	3.6%	62-99	7.8%
P3	0-43	8.7%	44-61	3.7%	62-99	8.0%
P2	0-42	7.2%	43-59	3.0%	60-99	7.3%
P1	0-41	6.2%	42-56	2.3%	57-99	6.8%
DNP3	0-39	2.0%	40-62	1.3%	63-99	2.1%
DNP2	0-36	1.6%	37-61	1.1%	62-99	1.7%
DNP1	0-34	0.5%	35-59	0.4%	60-99	0.6%

Math - Ethnicity: Black

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	780	44-61	250	62-99	443
PP1	0-43	1,731	44-61	586	62-99	1,056
P3	0-43	2,943	44-61	1,007	62-99	1,867
P2	0-42	3,712	43-59	1,244	60-99	2,672
P1	0-41	4,641	42-56	1,419	57-99	3,646
DNP3	0-39	2,237	40-62	1,094	63-99	1,671
DNP2	0-36	2,443	37-61	1,384	62-99	1,887
DNP1	0-34	968	35-59	611	60-99	854

Math - Ethnicity: Black

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	1.9%	44-61	0.6%	62-99	1.1%
PP1	0-43	4.2%	44-61	1.4%	62-99	2.6%
P3	0-43	7.2%	44-61	2.4%	62-99	4.5%
P2	0-42	9.0%	43-59	3.0%	60-99	6.5%
P1	0-41	11.3%	42-56	3.4%	57-99	8.9%
DNP3	0-39	5.4%	40-62	2.7%	63-99	4.1%
DNP2	0-36	5.9%	37-61	3.4%	62-99	4.6%
DNP1	0-34	2.4%	35-59	1.5%	60-99	2.1%

Math - Ethnicity: Hispanic

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	1,337	44-61	490	62-99	913
PP1	0-43	2,512	44-61	961	62-99	1,882
P3	0-43	3,368	44-61	1,336	62-99	2,612
P2	0-42	3,467	43-59	1,226	60-99	3,117
P1	0-41	3,533	42-56	1,341	57-99	3,722
DNP3	0-39	1,398	40-62	821	63-99	1,478
DNP2	0-36	1,307	37-61	959	62-99	1,566
DNP1	0-34	550	35-59	360	60-99	675

Math - Ethnicity: Hispanic

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	3.3%	44-61	1.2%	62-99	2.2%
PP1	0-43	6.1%	44-61	2.3%	62-99	4.6%
P3	0-43	8.2%	44-61	3.3%	62-99	6.4%
P2	0-42	8.5%	43-59	3.0%	60-99	7.6%
P1	0-41	8.6%	42-56	3.3%	57-99	9.1%
DNP3	0-39	3.4%	40-62	2.0%	63-99	3.6%
DNP2	0-36	3.2%	37-61	2.3%	62-99	3.8%
DNP1	0-34	1.3%	35-59	0.9%	60-99	1.6%

Math - Ethnicity: Multiracial

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	837	44-61	342	62-99	774
PP1	0-43	1,167	44-61	438	62-99	1,023
P3	0-43	1,423	44-61	562	62-99	1,191
P2	0-42	1,478	43-59	532	60-99	1,241
P1	0-41	1,393	42-56	455	57-99	1,356
DNP3	0-39	553	40-62	308	63-99	495
DNP2	0-36	515	37-61	336	62-99	513
DNP1	0-34	156	35-59	93	60-99	183

Math - Ethnicity: Multiracial

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	4.8%	44-61	2.0%	62-99	4.5%
PP1	0-43	6.7%	44-61	2.5%	62-99	5.9%
P3	0-43	8.2%	44-61	3.2%	62-99	6.9%
P2	0-42	8.5%	43-59	3.1%	60-99	7.1%
P1	0-41	8.0%	42-56	2.6%	57-99	7.8%
DNP3	0-39	3.2%	40-62	1.8%	63-99	2.9%
DNP2	0-36	3.0%	37-61	1.9%	62-99	3.0%
DNP1	0-34	0.9%	35-59	0.5%	60-99	1.1%

Math - Ethnicity: Asian

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	664	44-61	417	62-99	1,252
PP1	0-43	490	44-61	287	62-99	834
P3	0-43	330	44-61	197	62-99	684
P2	0-42	252	43-59	155	60-99	519
P1	0-41	213	42-56	94	57-99	431
DNP3	0-39	66	40-62	57	63-99	154
DNP2	0-36	81	37-61	57	62-99	135
DNP1	0-34	58	35-59	32	60-99	68

Math - Ethnicity: Asian

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	8.8%	44-61	5.5%	62-99	16.6%
PP1	0-43	6.5%	44-61	3.8%	62-99	11.1%
P3	0-43	4.4%	44-61	2.6%	62-99	9.1%
P2	0-42	3.3%	43-59	2.1%	60-99	6.9%
P1	0-41	2.8%	42-56	1.2%	57-99	5.7%
DNP3	0-39	0.9%	40-62	0.8%	63-99	2.0%
DNP2	0-36	1.1%	37-61	0.8%	62-99	1.8%
DNP1	0-34	0.8%	35-59	0.4%	60-99	0.9%

Math - Ethnicity: American Indian

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	24	44-61	16	62-99	36
PP1	0-43	63	44-61	23	62-99	57
P3	0-43	65	44-61	26	62-99	47
P2	0-42	73	43-59	22	60-99	68
P1	0-41	62	42-56	23	57-99	66
DNP3	0-39	31	40-62	17	63-99	18
DNP2	0-36	18	37-61	17	62-99	13
DNP1	0-34	8	35-59	8	60-99	11

Math - Ethnicity: American Indian

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	3.0%	44-61	2.0%	62-99	4.4%
PP1	0-43	7.8%	44-61	2.8%	62-99	7.0%
P3	0-43	8.0%	44-61	3.2%	62-99	5.8%
P2	0-42	9.0%	43-59	2.7%	60-99	8.4%
P1	0-41	7.6%	42-56	2.8%	57-99	8.1%
DNP3	0-39	3.8%	40-62	2.1%	63-99	2.2%
DNP2	0-36	2.2%	37-61	2.1%	62-99	1.6%
DNP1	0-34	1.0%	35-59	1.0%	60-99	1.4%

Math - Ethnicity: Native Hawaiian or Other Pacific Islander

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	10	44-61	9	62-99	17
PP1	0-43	14	44-61	7	62-99	19
P3	0-43	11	44-61	10	62-99	10
P2	0-42	11	43-59	6	60-99	17
P1	0-41	16	42-56	7	57-99	19
DNP3	0-39	6	40-62	1	63-99	5
DNP2	0-36	3	37-61	2	62-99	5
DNP1	0-34	6	35-59	2	60-99	3

Math - Ethnicity: Native Hawaiian or Other Pacific Islander

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	4.6%	44-61	4.2%	62-99	7.9%
PP1	0-43	6.5%	44-61	3.2%	62-99	8.8%
P3	0-43	5.1%	44-61	4.6%	62-99	4.6%
P2	0-42	5.1%	43-59	2.8%	60-99	7.9%
P1	0-41	7.4%	42-56	3.2%	57-99	8.8%
DNP3	0-39	2.8%	40-62	0.5%	63-99	2.3%
DNP2	0-36	1.4%	37-61	0.9%	62-99	2.3%
DNP1	0-34	2.8%	35-59	0.9%	60-99	1.4%

Math - Special Education

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	932	44-61	265	62-99	633
PP1	0-43	1,605	44-61	584	62-99	1,069
P3	0-43	2,605	44-61	834	62-99	1,653
P2	0-42	3,306	43-59	1,061	60-99	2,341
P1	0-41	4,751	42-56	1,425	57-99	3,921
DNP3	0-39	2,499	40-62	1,315	63-99	2,054
DNP2	0-36	3,060	37-61	2,002	62-99	2,679
DNP1	0-34	1,522	35-59	1,036	60-99	1,573

Math - Special Education

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	2.1%	44-61	0.6%	62-99	1.4%
PP1	0-43	3.6%	44-61	1.3%	62-99	2.4%
P3	0-43	5.8%	44-61	1.9%	62-99	3.7%
P2	0-42	7.4%	43-59	2.4%	60-99	5.2%
P1	0-41	10.6%	42-56	3.2%	57-99	8.8%
DNP3	0-39	5.6%	40-62	2.9%	63-99	4.6%
DNP2	0-36	6.8%	37-61	4.5%	62-99	6.0%
DNP1	0-34	3.4%	35-59	2.3%	60-99	3.5%

Math - General Education

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	21,495	44-61	9,110	62-99	19,496
PP1	0-43	28,246	44-61	11,744	62-99	25,377
P3	0-43	29,435	44-61	12,502	62-99	26,832
P2	0-42	25,456	43-59	10,321	60-99	25,362
P1	0-41	21,985	42-56	8,317	57-99	23,950
DNP3	0-39	7,321	40-62	4,449	63-99	7,515
DNP2	0-36	5,525	37-61	3,862	62-99	6,210
DNP1	0-34	1,535	35-59	1,123	60-99	1,931

Math - General Education

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	6.3%	44-61	2.7%	62-99	5.7%
PP1	0-43	8.3%	44-61	3.5%	62-99	7.5%
P3	0-43	8.7%	44-61	3.7%	62-99	7.9%
P2	0-42	7.5%	43-59	3.0%	60-99	7.5%
P1	0-41	6.5%	42-56	2.5%	57-99	7.1%
DNP3	0-39	2.2%	40-62	1.3%	63-99	2.2%
DNP2	0-36	1.6%	37-61	1.1%	62-99	1.8%
DNP1	0-34	0.5%	35-59	0.3%	60-99	0.6%

Math - Free/Reduced Lunch

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	5,852	44-61	1,876	62-99	3,522
PP1	0-43	11,347	44-61	3,867	62-99	7,500
P3	0-43	15,036	44-61	5,467	62-99	10,637
P2	0-42	16,060	43-59	5,513	60-99	12,688
P1	0-41	16,972	42-56	5,699	57-99	15,401
DNP3	0-39	6,951	40-62	3,838	63-99	6,020
DNP2	0-36	6,431	37-61	4,228	62-99	6,194
DNP1	0-34	2,410	35-59	1,627	60-99	2,692

Math - Free/Reduced Lunch

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	3.3%	44-61	1.1%	62-99	2.0%
PP1	0-43	6.4%	44-61	2.2%	62-99	4.2%
P3	0-43	8.5%	44-61	3.1%	62-99	6.0%
P2	0-42	9.0%	43-59	3.1%	60-99	7.1%
P1	0-41	9.5%	42-56	3.2%	57-99	8.7%
DNP3	0-39	3.9%	40-62	2.2%	63-99	3.4%
DNP2	0-36	3.6%	37-61	2.4%	62-99	3.5%
DNP1	0-34	1.4%	35-59	0.9%	60-99	1.5%

Math - Paid Lunch

Prior Year	Target Range	Number of Students	Target Range	Number of Students	Target Range	Number of Students
PP2	0-43	16,588	44-61	7,506	62-99	16,603
PP1	0-43	18,528	44-61	8,469	62-99	18,942
P3	0-43	17,033	44-61	7,888	62-99	17,875
P2	0-42	12,733	43-59	5,884	60-99	15,041
P1	0-41	9,817	42-56	4,053	57-99	12,506
DNP3	0-39	2,901	40-62	1,937	63-99	3,559
DNP2	0-36	2,176	37-61	1,649	62-99	2,702
DNP1	0-34	648	35-59	534	60-99	819

Math - Paid Lunch

Prior Year	Target Range	Percentage of Students	Target Range	Percentage of Students	Target Range	Percentage of Students
PP2	0-43	8.0%	44-61	3.6%	62-99	8.0%
PP1	0-43	9.0%	44-61	4.1%	62-99	9.2%
P3	0-43	8.3%	44-61	3.8%	62-99	8.7%
P2	0-42	6.2%	43-59	2.9%	60-99	7.3%
P1	0-41	4.8%	42-56	2.0%	57-99	6.1%
DNP3	0-39	1.4%	40-62	0.9%	63-99	1.7%
DNP2	0-36	1.1%	37-61	0.8%	62-99	1.3%
DNP1	0-34	0.3%	35-59	0.3%	60-99	0.4%





## **RECOMMENDATION TO THE INDIANA STATE BOARD OF EDUCATION REGARDING THE FINAL GROWTH TO PROFICIENCY TABLE**

### **Background**

Pursuant to 511 IAC 6.2-10-2, the growth component within Indiana's student-centered accountability system must be based on a growth to proficiency table. The growth to proficiency table must be approved and adopted by the State Board (Board).

When working to design a new accountability system for Indiana, the Accountability System Review Panel (Panel) identified five main values for the growth component of student-centered accountability:

1. Individual student growth should be utilized in the accountability system.
2. Student growth should be a criterion metric within the accountability system.
3. Growth should be a unique metric independent of school performance status. The metric should have a low correlation to performance.
4. Growth should incentivize progress toward proficiency in non-proficient students and continued growth in proficient students.
5. Growth should deter a decline in individual student performance levels.

Board staff and Department of Education (Department) staff worked collaboratively with Dr. Molly Chamberlin and Dr. Damian Betebenner to study and identify a growth to proficiency table that satisfied these values and most reflected the intent of the Panel.

### **Analysis of Growth Tables**

The analysis was an iterative process that utilized the four proposed growth to proficiency tables shared with the public during later winter/early spring of 2015, as well as the public comment received on these tables, as a starting point. It is important to note the following regarding this study:

- All calculations are based on 2015 ISTEP+ results.
- Grade 10 was excluded from the performance and growth components of the calculations because 8-10 growth cannot be calculated at this time.

- All schools with grades 9-12, and any data points affiliated with these grades, were excluded from the calculations. This includes high schools and schools with combined grades 3-8 and 9-12.
- Feeder schools and schools that fall under the current “small school” model were excluded from the calculations.
- Traditional Student Growth Percentile (SGP) was used because a baseline SGP requires at least three (3) years of data to calculate.
- Participation rates and scores affiliated with those rates were not included in the calculations.
- Growth data were not aggregated. Therefore, the overall findings include some schools with grades based solely on performance because the schools did not meet the minimum number of students to calculate overall growth or to determine the bottom 25%.<sup>1</sup>

### **Components of Analysis**

Three components of the table were reviewed by staffs and experts: prior year status cuts, target ranges and point values awarded.

#### **Prior Year Status Cuts**

The tables resulting from this analysis used prior year status cuts that were already established from 2014 because 2015 ISTEP+ results were used as the current year results. Analysis was completed to ensure that, moving forward to 2016 and beyond, the table could sustain the number of prior year status subcategories and the cuts between these subcategories. Staffs and experts studied the subcategories within the parameters that there be a reasonable distribution of the student population in all status subcategories, and that the table provide for increased movement across category status lines. Upon review, it was determined that the table could support two subcategories under “Pass Plus”, three subcategories under “Pass” and three subcategories under “Did Not Pass”.

Prior year subcategory status cuts were also set for 2015 to be used for 2016 A-F calculations.<sup>2</sup> These subcategory cuts will need to be analyzed each year until the table has stabilized to ensure that the percentages of students within each subcategory may be supported. Please note that overall cut scores for the three main statuses of Did Not Pass, Pass and Pass+ will not be revised.

#### **Target Ranges**

Target ranges are a key component for establishing points within the values table because these ranges create the thresholds for which points are to be assigned. The target ranges summarize the observed growth associated with low, standard or high movement relative to Indiana’s achievement levels. Categorical status improvement between subcategories and observations of incremental mean growth

---

<sup>1</sup> Growth scores will be aggregated under the new student-centered accountability system. Therefore, many of the schools that did not have a growth score under this analysis will likely have a growth score.

<sup>2</sup> See “2015 subcategory ranges” document.

across category statuses are used to establish target ranges that represent actual category movement or trajectories for movement.

The observed growth score is a criterion baseline-referenced growth calculation that requires multiple years of data to establish a baseline for each student, and uses only that student's own data rather than comparing that student to other peers. This approach allows for a comparison of growth over time for each student, and provides each student the opportunity to achieve the highest levels of observed growth.

The results of the 2015 assessment represent the first data set that will be used to establish the baseline. Dr. Betebenner reviewed the target ranges to consider the 2015 assessment and results. This evaluation resulted in a wider range for the low movement status due to the transition to more rigorous college- and career-ready standards, and the need to demonstrate higher growth to reach desired outcomes. Please note that multiple years of data on the same scale will be required to create the baseline growth metrics as Indiana transitions to a new assessment based on new standards. Specifically, Dr. Betebenner advised that Indiana have at least three years of growth data to create a stable growth table. Therefore, target ranges will need to be reassessed on an annual basis until at least the 2017-2018 accountability cycle when multiple years of data are available to stabilize the observed growth calculation.

#### Point Values

The point values translate to the points awarded for each type of growth and improvement observed for each student. In determining the distribution of point values awarded, staffs worked with Dr. Chamberlin and Dr. Betebenner to examine the overall impact of the points awarded for growth in the accountability system. Approximately 25 iterations of point value ranges were run, and each iteration considered the original values of the Panel. Factors such as the impact on schools based on free/reduced lunch population percentages and the distribution of students falling under each status and subcategory were also considered.

### Recommendation

It is recommended that the Board consider Tables 19 and 24 for approval. These tables most represent the values of the Panel as it pertains to the growth component for Indiana's student-centered accountability system.

**TABLE 19**

	LOW MOVEMENT		STANDARD MOVEMENT		HIGH MOVEMENT	
Prior Year Status	Target Range	Points Awarded	Target Range	Points Awarded	Target Range	Points Awarded
PP2	0-43	50	44-61	100	62-99	150
PP1	0-43	50	44-61	100	62-99	150
P3	0-43	50	44-61	100	62-99	150
P2	0-42	50	43-59	100	60-99	150
P1	0-41	50	42-56	100	57-99	150
DNP3	0-39	0	40-62	100	63-99	175
DNP2	0-36	0	37-61	100	62-99	175
DNP1	0-34	0	35-59	100	60-99	175

**TABLE 19, OVERALL GRADE DISTRIBUTION**

	Perf Only	% A-F	Perf + Growth	% A-F
A	45	3%	374	23%
B	199	12%	509	32%
C	403	25%	428	27%
D	440	27%	188	12%
F	516	32%	104	6%

**TABLE 19, GRADE DISTRIBUTION BY FREE/REDUCED LUNCH POPULATION**

	A	B	C	D	F
<=25%	54%	32%	11%	1%	2%
26%-50%	28%	40%	26%	5%	1%
51%-75%	11%	34%	38%	13%	4%
>75%	7%	14%	25%	31%	24%

**TABLE 19, GROWTH TO PRIOR PERFORMANCE CORRELATION: 0.35**

**TABLE 24**

	LOW MOVEMENT		STANDARD MOVEMENT		HIGH MOVEMENT	
Prior Year Status	Target Range	Points Awarded	Target Range	Points Awarded	Target Range	Points Awarded
PP2	0-43	50	44-61	100	62-99	150
PP1	0-43	50	44-61	100	62-99	150
P3	0-43	50	44-61	100	62-99	150
P2	0-42	50	43-59	100	60-99	150
P1	0-41	50	42-56	100	57-99	150
DNP3	0-39	0	40-62	75	63-99	175
DNP2	0-36	0	37-61	75	62-99	175
DNP1	0-34	0	35-59	75	60-99	175

**TABLE 24, OVERALL GRADE DISTRIBUTION**

	Perf Only	% A-F	Perf + Growth	% A-F
A	45	3%	350	22%
B	199	12%	498	31%
C	403	25%	431	27%
D	440	27%	212	13%
F	516	32%	112	7%

**TABLE 24, GRADE DISTRIBUTION BY FREE/REDUCED LUNCH POPULATION**

	A	B	C	D	F
<=25%	64%	32%	11%	1%	2%
26%-50%	26%	40%	27%	6%	1%
51%-75%	10%	32%	38%	15%	5%
>75%	6%	13%	23%	33%	26%

**TABLE 24, GROWTH TO PRIOR PERFORMANCE CORRELATION: 0.41**

### **Alignment of Tables 19 & 24 to Panel Values**

Both tables satisfy the values of the Panel but slightly differ in how these values are satisfied.

#### **Value 1: Individual student growth should be utilized in the accountability system**

Both tables satisfy this value because the observed growth metric used to calculate growth allows for a comparison of each individual student against that student's own data.

#### **Value 2: Student growth should be a criterion metric within the accountability system**

Both tables satisfy this value because the target ranges establish the goals for students to reach or maintain a specified achievement outcome.

#### **Value 3: Growth should be a unique metric independent of school performance status. The metric should have a low correlation to performance**

Both tables satisfy this value because the growth component is separate and independent of the performance component in the student-centered accountability system. The correlation between growth and performance for both tables is relatively low with Table 19 having a correlation of 0.35 and Table 24 having a correlation of 0.41. These correlations support the independence of growth from performance. Additionally, the consistency in points awarded for "P" and "PP" subcategories further separates performance from growth because points are not more heavily weighted based on prior year proficiency status.

#### **Value 4: Growth should incentivize progress toward proficiency in non-proficient students and continued growth in proficient students**

Both tables satisfy this value through the point values assigned for each prior year status/movement combination. Specifically, the tables incentivize progress toward proficiency through the points awarded for standard or high movement. The difference between the tables is how points are used under standard movement to incentivize progress toward proficiency in non-proficient students and continued growth in proficient students. Table 19 awards a full 100 points for all students showing "standard movement" regardless of prior year status, whereas Table 24 awards fewer points for students showing "standard movement" with a prior year status of "DNP".

The difference in points awarded for "standard movement" is derived from varying approaches to properly representing and incentivizing growth to proficiency. The rationale behind awarding a full 100 point to all students with "standard movement" under Table 19 is that all of those students demonstrated one year's worth of growth. These students have satisfied the expectation that a student demonstrates at least one year's worth of growth as that student matriculates, and therefore should be rewarded with full points to incentivize continued satisfaction of expectations. Table 24 awards fewer points to students showing "standard movement" with a prior year status of "DNP" because these students have not yet demonstrated proficiency, and one year's growth is not enough for them to attain a proficient status. Therefore, fewer points are awarded for "standard movement" while more points are awarded for high movement in order to incentivize growth to proficiency.

Both tables also incentivize continued growth in proficient students by awarding additional points for those that manage to show high growth, with the highest value of points being awarded to those students with a prior year status of “DNP” showing high growth. By awarding more points to these students, both tables acknowledge the difficulty in achieving such progress.

Value 5: Growth should deter a decline in individual student performance levels

Both tables satisfy this value through the number of points assigned for prior year status/movement combination. Specifically, the table deters a decline in individual student performance levels through the points awarded for low movement. Students categorized as “low movement” show less growth and move away from proficiency. By awarding less than full points for students with a prior year status of “PP” or “P”, the table encourages students and schools to work harder to improve performance and growth. Additionally, the table awards no points for students with a prior year status of “DNP” that show low movement because these students are moving away from proficiency rather than toward proficiency. Overall, the low movement category awards less than full points as a motivation to work toward proficiency.

**Next Steps**

Staffs request that the Board select one of the two recommended tables for approval at its March 2016 business meeting. Upon approval by the Board, the chosen growth to proficiency table will be posted for public comment for at least thirty (30) days. A final table will be brought to the Board at its April 2016 business meeting for final approval and adoption.

Once a final growth to proficiency table is adopted, the Department will calculate grades based on the new student-centered accountability system using 2014-2015 assessment results, and distribute to individual schools and corporations for informational purposes. Please note that only grades 4-8 will have growth available to include in these calculations. Therefore, the growth component of the accountability system will not be included in calculations for elementary feeder schools and schools that start with grade 9 or higher.

As previously stated, the growth to proficiency table will not be considered “stable” until at least the 2017-2018 accountability calculations. Therefore, target ranges and prior year status subcategory cuts will need to be annually reviewed, analyzed and potentially adjusted for 2015-2016, 2016-2017 and 2017-2018. Staffs request that the Board, when adopting the final table, also approve the amendment of target ranges until the table has stabilized.